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| Stage 1 – Desired Results | |
| **Established Goals:** *Illinois State Goal 21* - All students will be able to develop team-building skills by working with others through physical activity.  *22 –* All students will understand principles of health promotion and the prevention and treatment of illness and injury.  *23* – All students will understand human body systems and factors that influence growth and development.  *24* – All students will promote and enhance health and well-being through the use of effective communication and decision-making skills. | |
| **Understandings:**  *Students will understand….*   * The key elements towards building healthy relationships. * That effective communication is the foundation towards building strong and healthy relationships. * That listening to others is equally as important as speaking to others. * The impact that non-verbal communication has on building healthy relationships. * The importance of resolving conflicts immediately and efficiently, regardless of its severity.   (Bible = Matthew 5:21-26) | **Essential Questions:**   * What are the elements towards maintaining healthy relationships? * What types of relationships may a person develop and build upon? * What are the three styles of communication? * What specific skills are necessary to communicate effectively in relationships? * How can non-verbal communication affect a relationship? * Why is it important to solve conflicts as quickly as possible? |
| *Students will know*   * The tools needed for establishing healthy relationships. * A variety of different scenarios in which a person may develop a relationship. * The difference between passive, aggressive, and assertive communication styles. * When it is appropriate to be a listener and when it is appropriate to be the speaker. * That non-verbal communication plays a strong role in developing relationships. * As Christians, it is important to resolve conflicts as quickly as possible in order to find peace in your relationships. | *Students will be able to*   * Distinguish the difference between relationships with friends, family, and the community. * Picture themselves in different situations in life which may be force them to maintain healthy relationships. * Choose the appropriate time to communicate passively, aggressively, or assertively. * Recognize when to be the listener and when to be the speaker in communication during classroom activities. * Utilize non-verbal communication through classroom activities while recognizing the impacts it makes in relationship maintenance. * Resolve conflicts as stress free as possible. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**   * As a class, students will identify if relationships are family, friend, or community oriented. * Through role play, students will be given different scenarios in which they will attempt to develop and maintain healthy relationships with people. * Individually, students will observe a variety of dialogues and determine whether the conversations are passive, aggressive, or assertive. * In groups, students will talk amongst themselves about what is going on in their lives, in school, etc. and recognize when they should listen and when they should speak. * In groups, students will participate in an active game that will require them to use non-verbal communication in order to achieve a common goal. * As individuals, the teacher will give the students a conflict scenario and they will have to brainstorm the best possible way to resolve the issue. | **Other Evidence:**   * Verbal Formative Assessment * Mid-term Written Exam * 1 page Essay on a most recent situation in which the student was required to build a relationship with a stranger. (Included: pros and cons of the experience and what they could have done better throughout the process.) |
| Stage 3 – Learning Plan | |
| **Learning Activities:**   * Review and answer any questions students may still have from the previous unit. * Introduce the Essential Questions for the unit and offer the students a brief outline of what to expect throughout the unit including activities and final expectations. * Students will participate in a class discussion that includes the teacher so that the students can share what they know in regards to how they can develop and maintain healthy relationships. The teacher will add additional information if needed. * The teacher will connect skills for building healthy relationships to other activities or concepts that draw in the students’ interests. (Work, sports, school, play, home) * Through guided practice, students will have opportunities to explore a variety of situations in which they may be required to develop and maintain a healthy relationship with a person or group of people. * Through role play, students will be given different roles (employer/employee, athlete/coach) and will be asked to have a conversation in attempt to build a foundation for a strong relationship with the other person. This active communication will help the students develop their communicating skills and literacies. * Students will individually attempt to read a provided dialogue(s) and determine whether the conversation is passive, aggressive, or assertive. * Through group work, students will participate in communication exercises and activities that will help them better recognize when it is appropriate to be a listener and when it is appropriate to be the speaker. * Students will participate in active games that will require them to utilize non-verbal communication to achieve a common goal. Games may include but are not limited to Silent Feud (Family Feud) or Deal Or No Deal. * Students will write a one page paper on a most recent situation in which the student was required to build a relationship with a stranger. The paper will include the situation, time and place, pros and cons of the experience, and what the student could have done better throughout the process. This will be their EXIT SLIP from class. * On the last day of the unit students will offer any additional questions that they may have pertaining to the unit. The teacher will close the unit with a unit review of the material and activities covered throughout the unit. Last, the teacher will offer an introduction to the next unit to be covered and ask students how the next unit relates to the previous unit covered. | |